U.S. Department of Education
2014 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Anthony E. Riegling
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Paul School
(As it should appear in the official records)

School Mailing Address 7303 Dixie Highway
(If address is P.O. Box, also include street address.)

City Florence State KY Zip Code+4 (9 digits total) 41042-2126

County Boone State School Code Number* 450

Telephone 859-647-4070 Fax 859-647-0644

Web site/URL http://www.stpaulschool.net/ E-mail stpaul1@stpaulschool.net

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Michael Clines
(Specify: Ms., Miss, Mrs., Dr., Mr., E-mail: mclines@covdio.org
Other)

District Name Diocese of Covington Tel. 859-392-1530
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Bennett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>0</u> Elementary schools (includes K-8)
   (per district designation):   <u>0</u> Middle/Junior high schools
   <u>0</u> High schools
   <u>0</u> K-12 schools

   <u>0</u> TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	18	22	40
1	21	20	41
2	25	21	46
3	28	33	61
4	24	19	43
5	17	18	35
6	21	31	52
7	26	14	40
8	21	27	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	201	205	406

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                          1 % Black or African American
                                          1 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          95 % White
                                          2 % Two or more races
                                        100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	406
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
                                                       0 Total number ELL
    Number of non-English languages represented: 0
    Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 5 %

        Total number students who qualify: 23

    If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.
    Some families qualify, but decline to participate in the free/reduced-priced meals program. The number of qualifying families and students is estimated by examining applications for financial aid. The financial aid process provides sufficient information to know if a family is likely to qualify under the free/reduced-priced meals program.

9.   Students receiving special education services: 8 %

      34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	17 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
0 Emotional Disturbance	11 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _____ No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

For over 125 years, the community of St. Paul has dedicated itself to education that meets the specific needs of its students in a way that is second to none. St. Paul formed as a rural community in the 1850s. The original parish of only 47 families changed from a rural congregation in the 1850s, to a mostly urban population in the 1950s. The population grew to over 1700 families at its height in the 1980s. The school population also changed over the years. Beginning with only a few children, St. Paul School (SPS) grew to its largest, over 800 children, in the 1960s, and is now at about 400 students. The change has mirrored the changes in the surrounding neighborhoods as they changed from rural to suburban with urban characteristics, and now are mature neighborhoods of mostly older adults.

The mission statement of SPS is succinct and clear; "It is the mission of SPS to provide the appropriate educational environment that will enable its students to grow spiritually, educationally, socially, physically, and emotionally by embracing the Gospel Message of Jesus Christ." From the beginning, diversity has been a central theme. The founding parish of 47 families included 33 English-speaking families and 14 German-speaking families. Education, particularly English, reading, and math, was a priority. Learning space changed from time to time; including the basement, boiler room, parish meeting hall (old church) and, finally, its own facility. The first school, with two classrooms, was dedicated in 1925, and remains in use today.

Change is a prevailing theme in the St. Paul community. The city of Florence blossomed after WWI, moving from mostly rural to urban. SPS changed as well, growing to meet the needs of its students. At least five different construction projects have added space for the school, including classrooms in the basement of the latest church building. In 1988, when a new parish, St. Timothy, opened in Union, KY, SPS became the school for that parish as well. Typically, St. Paul remained focused on its mission, even in the face of significant change.

SPS puts the learning of its students at the top of its priorities. In the tradition of the Catholic Church and the Benedictine Sisters, who first staffed the school, SPS continues to stress the whole child with its emphasis on spiritual, academic, social, physical, and emotional development of its students. Innovation continues to be a constant. In the early years, St. Paul was a welcome place for immigrants; forsaking the prejudices of the day. In the 1960s, SPS was at the leading edge of educational innovation as the first non-graded primary classes were instituted. After returning to a more traditional class arrangement in the mid-1980s, St. Paul was among the first parochial schools to hire a dedicated learning specialist to help students with specific learning needs. Later, SPS was among the original schools in the Diocese to organize a group to help schools meet the diverse needs of students.

For over 25 years, SPS has emphasized a commitment to serve students with special needs. A certified learning disabilities teacher has been a staff member over that time, creating a tradition of inclusive education. Currently, the school serves students with a wide range of special needs from ADHD, to specific learning disabilities, to Down syndrome. The faculty and staff are strongly committed to developing accommodations that promote success for all students. The staff provides a challenging learning environment for every student and encourages a social dynamic of acceptance between students of all learning styles. Students may also take advantage of speech and language pathology services provided at school through the local public district. Additionally, teachers at all grade levels offer opportunities for students to receive additional instruction. At SPS, learning is the constant; instruction is adjusted to meet the needs of the student. Differentiation is the norm.

Family involvement is a social imperative at SPS.A dynamic and innovative PTO works tirelessly to help ensure everyone at SPS has a great experience—families, students, and members of the staff.Our PTO raises about $75,000 annually for the school.The funds help provide necessary items, such as new books, and community-building activities like the Kick-off Picnic and Santa's Workshop.

Parents routinely volunteer in the school as helpers in the library.The PTO recently donated $4,000 to purchase a new stove/oven for the cafeteria.Almost every family with children in the school (and many whose children have long since graduated) volunteers for the weekly bingo fundraiser.A complete range of athletic opportunities is available to students thanks to the volunteers who coach, schedule, and otherwise organize the parish sports program.

SPS is a learning community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

a.Students blossom at SPS.In 2010, the Diocese of Covington replaced the Terra Nova achievement test with the IOWA Test of Basic Skills (ITBS) as the standardized instrument used to measure student achievement in grades 3, 5, 6, and 7.The Explore Test is used in 8th grade.

Students are expected to perform at or above the 50th percentile in all areas of the tests. Additionally, students are also expected to perform with their peers.Students performing more that 10% below peers receive intervention to improve.

Class averages tend to cluster around the 75th percentile.In 2013, math scores (NPR) were 70 for 3rd grade; 78 for 5th grade; 81 for 6th grade; and 71 for 7th grade.Reading scores were 75 for 3rd grade; 70 for 5th grade; 83 for 6th grade; and 78 for 7th grade.

The vast majority of students score in the NPR 3rd and 4th quartiles.In third grade math the quartile percentages (Q1 through Q4) are:8.33; 18.33; 26.67; and 46.67 (73.34% in Q3 and Q4).In reading, the quartile percentages are:1.67; 6.67; 45; and 46.67 (91.67% in Q3 and Q4).The fifth grade quartile percentages for math are:2.86; 11.43; 22.86; and 62.86 (85.72% in Q3 and Q4).Quartile percentages for reading are:2.86; 14.29; 42.86; and 40.00 (82.86% in Q3 and Q4).The sixth grade quartile percentages in math are:1.96; 13.73; 23.53; and 60.78 (84.31% in Q3 and Q4).Reading percentages are:1.96; 5.88; 35.29; and 56.86 (92.15% in Q3 and Q4).Seventh grade percentages for math are:0; 12.5; 42.5; and 45 (87.5% in Q3 and Q4).The percentages for reading are:2.5; 7.5; 32.5; and 57.5 (90% in Q3 and Q4).Our overall goal is for all students' scores to place in Q3 or Q4.

b.SPS class average scores tend to be strong in all areas.Of 79 areas scored in 2013, 23 (29%) are at or above the 81st national percentile rank (NPR), 36 (46%) are between the 75th and 80th, 15 (19%) are between the 70th and 74th, and only 5 (6%) are below the 70th.The lowest class average is at the 60th NPR.

The majority of student scores are in the 4th NPR quartile.Of 186 students tested, 99 (53.23%) are in Q4 in math, and 94 (50.54%) are in Q4 in reading.Q3 also indicates strong performance with 53 students (28.49%) in math, and 73 (39.25%) in reading.In contrast, Q2 has 27 (14.52%) in math and 15 (8.07%) in reading.Q1 has only 7 (3.67%) in math and 4 (2.15%) in reading.Scores in Q1 or Q2 are cause for intervention and program review.For instance, third and sixth grade math and fifth grade reading have the lowest percentage of students who scored above Q2.Program analysis revealed the need for more effective instruction in calculation and reading fluency.

Test results also indicate a trend of increasing NPR performance as classes move up in grade level.For instance, the class of 2014 (7th) increased reading performance from a low of 65 in 2009 to 78 in 2013.Over the same period, math scores improved from 67 to 71, peaking at 76 in 2012.The class of 2015 (6th) has maintained a strong performance of between 83 and 85 in reading and 81 and 83 in math.The class of 2016 (5th) shows a slight decline in reading from 72 to 70; and a very strong improvement in math from 64 to 78.

The ITBS includes a cognitive ability test, providing an anticipated score for the companion achievement test.Test scores inform the staff about the performance of each student relative to the student's cognitive ability.Students complete the CogAT portion of the ITBS in 3rd and 7th grades.Class or student actual performance is compared with anticipated performance based upon cognitive abilities.Our classes routinely perform better than the predicted performance.Our current 3rd grade averaged an impressive 6 points above predicted; 5th averaged 1.8; 6th averaged 3.7; and 7th averaged 9 points above.

Scores in all grades tend to vary over time, with no clear trends up or down.The most common feature is a strong performance in general.There are no subgroups that are 10% or more of the student population.However, a tiered approach is applied for any student performing below expected levels (predicted by the CogAT, below the 50th percentile, or below the general level of class peers).Teachers

continuously assess in-class performance in order to apply appropriate interventions as soon as practicable.The level of intervention increases from re-teaching, through tutoring, toward targeted, intensive, individualized interventions.

Other indicators are also strong.Eighth graders scored above the national averages on all areas of the most recent Explore test.The test scores are: English—18.3 SPS vs. 14.7 national; math—16.9 vs. 15.5; reading—18.2 vs. 14.6; science 18.3 vs. 16.6; and composite—18 vs. 15.5.While anecdotal in nature, local Catholic high schools report SPS graduates are well prepared, highly regarded and highly successful.

2. Using Assessment Results:

a.Test scores provide a snapshot of the effectiveness of our instructional programs.Every teacher is included in the analysis of test results—as we are all part of the same instructional team.

In an effort to improve assessment options, the school has added three assessment tools this year:Star Early Literacy, Enterprise Edition; Star Reading, Enterprise Edition; and Star Math, Enterprise Edition.The tests allow student assessments to be more continuous and flexible.Our assessment plan calls for students to be assessed at least once at the beginning of the year (baseline), then once at the end of each grading period (growth).The assessments can also be used as indicated whenever a teacher suspects a student may be falling behind (or getting ahead of) expectations.A useful feature of the Star tests is their ability to identify specific skill sets as strengths or weaknesses.That feature makes it easier to target specific student needs, making the best use of resources and time.

Instructional effectiveness is assessed in many ways.Standardized tests are one measure.The entire faculty participates in analyzing the assessment results.We look for trends in grade levels as well as across curricular areas.While standardized instruments are useful, they are not the only tool.Performance is also compared between sections in a grade.Common assessment tools are used where different teachers teach the same subject to different groups of students.If differences are noted in student achievement, teachers make adjustments to help all students achieve at the higher level.If weaknesses or areas for improvement are identified in the overall program, they are addressed by changes in the instructional program.Teachers at all levels cooperate to help create a smooth progression from K through 8.

b.Parents are informed of individual performances primarily through an automated, secure, grade reporting system.Each student is logged into the system.Grades are posted at least once a week.Parents can log in at any time to check their child's learning progress.Formal reports are sent home at the end of each grading period.Parents are also notified by teachers any time a student's achievement falls below a C level.Conferences are scheduled each fall and spring, at the request of parents, or when deemed appropriate by any teacher.

Parents receive a written report regarding their child's performance on all standardized tests.The principal publishes group and school averages to the school community in a weekly newsletter.The principal includes a discussion of testing results in each of a series of grade-level meetings held each Monday during the first half of the school year.Formal presentations are also made to the general school population at public events such as orientation and PTO meetings.Performance information is also reported in the parish-wide publications of both St. Paul and St. Timothy parishes.News releases are forwarded to local news media for their use.

School average test results are also available to prospective parents for use in their decision process.

3. Sharing Lessons Learned:

The principal meets every other month with all principals in the Diocese of Covington (DoC).The principal also meets monthly with principals in the southwest group of schools.The meetings are an opportunity to share ideas covering the spectrum of school issues; the former more for policy and broad issues; the latter more for specific school-level issues.A common discussion involves how best to meet student learning needs.

Teachers regularly share their expertise within the Diocese.Our technology coordinator is an active member of the DoC Technology Committee, serving the entire diocese.We are particularly proud the DoC Technology Coordinator was the SPS Library Media Specialist until assuming the DoC duties last year.Several teachers have made presentations at a diocesan workshop on technology held by this group every summer.Topics include how to use an interactive white board and getting the most out of various on-line learning tools.

Teachers present at the OCEA Convention when it is held in Cincinnati.The middle school science teacher, along with other science teachers in the DoC, helped lead a DoC-wide professional development entitled, Probe into Science.The committee also worked to bring professional development to all science teachers as part of a grant provided by Toyota.The SPS science teacher is a member of the DoC science curriculum committee.

All SPS teachers are encouraged to engage teachers in the local area through the collegial visit program.A collegial visit is made to another teacher (locally or in another school) to observe in his or her classroom during the school day.A visit guide provides a template for sharing of ideas during and after the visit.Lessons learned are shared at faculty meetings.

The principal is certified as External Validation Team Chair for the Kentucky Non-Public School Commission (KNPSC), managing accreditation visits to other non-public schools around KY.The principal fulfills the same duties for AdvancEd at schools throughout the USA.The principal is a member of the HOPE Foundation faculty, serving as a leadership development consultant for schools and systems around the USA.Each of these activities allows for the exchange of ideas and lessons learned.

The faculty is actively engaged with Xavier University's Catholic Schools Leadership program.Faculty attended a presentation on PLC in November and is committed to full participation in the PLC learning initiative for the foreseeable future.

4. **Engaging Families and Community:**

SPS has a very active Total Education Commission (TEC) composed of members from both St. Paul and St. Timothy parishes.Two faculty members along with the principal serve as non-voting members.Membership in the TEC is open to any member of each parish, not just to those whose children are in school.The TEC provides advice and insight regarding SPS policies and practices.Members serve a specific term.Specific positions are held for members of each parish.The TEC also includes membership from the major organizations of each parish (Boosters, Finance, Religious Education, for instance) in an effort to provide an integrated educational approach throughout both St. Paul and St. Timothy parishes.

Principal meetings described above all serve to facilitate the exchange of information.In particular, the grade-level meetings provide a small group atmosphere where ideas, suggestions, and questions are freely exchanged with a goal of making SPS the best possible place for learning.The principal also meets with parishioners after Mass at various times during the year.SPS encourages visitors.In particular, parents and grandparents are encouraged to visit for lunch or to see what happens in the classroom.

SPS is blessed by highly engaged stakeholders.Both parish communities are encouraged to participate in the school through volunteer opportunities.Three primary organizations—PTO, Boosters, and Bingo Committee—provide an opportunity to serve SPS.PTO provides many common services such as copying, laminating, room parent, and projects.Boosters provide coaches and officials for the full range of athletic activities.The Bingo committee provides a bingo fundraiser 50 weeks a year.A conservative estimate is that volunteers contribute more than 15,000 hours of service annually (greater than 13 hours for every hour SPS is in session).

SPS helps build leadership through outreach programs throughout the year.Each classroom "adopts" members of the religious community each year.The class then supports the religious through prayer, with cards, or perhaps even with a visit to school.Each month the entire school pursues a charitable cause.Examples include collecting food and funds for the Parish Kitchen food pantry in Covington, Kentucky.Each year, the entire school community embraces a theme.The 2013-14 theme is "Live, Grow, Learn through Christ."Each month features a "pep rally" to celebrate faith and the sub-theme for the month (for instance, December's theme is patience).Parents and parishioners, alike are invited to join us.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

SPS is in compliance with the program's foreign language requirements.Spanish is taught in 6th, 7th, and 8th grades.The curriculum complies fully with the Diocese of Covington Curriculum Guidelines and meets all state and national criteria.Instruction stresses deep understanding, striving for mastery.Subjects for grades K through 8 include: religion, language arts/reading, writing, spelling/vocabulary, grammar, penmanship, math, social studies, and science.Physical education/health, art, music, library, and technology are taught weekly.Instruction seeks to integrate knowledge across curricular areas.

Reading, English, spelling, penmanship, and creative writing are included in the language arts curriculum. Students master vocabulary, phonics, comprehension, literary skills, grammar, the writing process, and public speaking.Our goal is to ensure that every student is a fluent reader by the end of 3rd grade.

Mathematics stresses competence in numeracy.Learners progress from the very simple counting and grouping skills of kindergarten to more advanced algebraic skills in 8th grade.

Science is enhanced by a lab available to all grade levels.Hands on activities enhance students' grasp of Earth, physical, and life sciences.Students work individually and in cooperative groups as they perform and record experiments following the scientific method. Sixth through 8th grade students compete in a science fair each year.Community resources are extensively used.For instance, guest speakers include a pediatrician, chemist, conservationist, and engineer.

Social studies encompasses several areas; history, geography, map skills, sociology, government, economics, and international relations.Students learn to see the global nature of our society and how events in other parts of the world are important here.Teachers use simulations, primary sources, and interactive games and websites.Fourth graders present a social studies fair with displays and reports on the 50 states.

Art encourages children to look inside themselves to find their creativity and develop the confidence to produce personal works of art.Students explore and build upon talents through a variety of media, independently and in groups.Students learn an appreciation of the influence of art in history and its importance in society.Typically, lessons begin with exploration of the art form and progress to hands-on activities, such as drawing, painting, sculpting, ceramics, and building.

Music emphasizes a personal connection to music.Major concepts include types of music, rhythm, note reading, liturgical music, history, and composers.Students explore multiple genres so that each will find a way to express his or her individual musical talent.Children learn how important music is to all societies.Students may play in a band at liturgies and special events.

Physical education/health stresses sportsmanship, individual fitness, and a healthy life style.Students learn various team and individual sports, some basic dance (in conjunction with the music program), and how to assess stress, diet, and other factors which have a major impact on health.Accepting differences in skill and body type is a continuous goal; being a good winner as well as a good loser is a component of all sports.

Library seeks to inspire a love of reading.The librarian supplements reading instruction by forming class collections and using themes coinciding with class topics.Students master information literacy skills including how to use the electronic catalogue and research and writing skills (such as citing works in a research paper).The librarian is skilled in helping students find books to match his or her reading interests and skill level.Average circulation is 1,200 books per week.

Technology focuses on building skills to participate in a global society.Classrooms are equipped with, and teachers use interactive tools daily.Instruction emphasizes using technology collaboratively to maximize learning, and as an aid to solving problems.Concepts move from the very simple to interactive applications such as cloud computing.Students in 8th grade produce a live news broadcast—WSPS—each week.

Spanish class focuses on the cultural and linguistic features of Spanish-speaking peoples.Students develop a deep appreciation of another culture, building their skill to think more globally.An interactive, conversational approach helps students learn to understand and be understood, while learning grammar and syntax.The program permeates the school.Spanish labels adorn almost everything.Spanish Club is open to all middle school students.Spanish week activities enhance understanding of the language and culture by including the entire school.

2. Reading/English:

SPS uses a comprehensive, varied approach to reading instruction.Students learn using phonics, whole language, and literature based lessons. This comprehensive approach is particularly suited to flexibility in meeting a variety of student learning styles.SPS strives to ensure all students are fluent readers by the end of grade 3.SPS uses Accelerated Reader and the associated assessment tools—Star Early Literacy and Star Reading—in all grade levels.

In grades K through 6, students focus on basic skills.A literature-based reader is at the core of the curriculum.Trade books and other existing literature supplement the texts and reinforce basic comprehension, phonemic awareness, phonics, fluency, and vocabulary skills. Reading standards meet CCSS, NCTE, and IRA guidelines.SPS has embraced the CCSS and is working to include more informational texts in the general reading program.

Vocabulary is supplemented and developed intensely in grades 3 through 8.Instruction includes weekly vocabulary units consisting of either 10 or 20 words.Students focus on word meaning and application in everyday use.

During grades 7 and 8, students advance to more literary elements of reading. The library is used to supplement and support the reading program. The library has over 10,500 books and materials. Using Accelerated Reader as a tool to encourage reading for pleasure, the school library has experienced greater use in the last few years. Individualized goals are set for each student, encouraging students to explore various kinds of literature and genres.

The 8th grade literature teacher has devised an intensive program that includes many excellent works of literature.Students read several novels, including The Outsiders, And Then There Were None, and To Kill a Mockingbird.Students participate in group work and discussion, called literature circles, where a higher level of investigation of literary forms, genres, and elements take place. Students keep a weekly journal in which they summarize independent reading, and apply and analyze various literary elements.

Achievement in reading is assessed by various means.Fluency, comprehension, decoding, and vocabulary are areas measured by formative and summative instruments and activities. These results are used to help develop interventions for students who need further instruction and to challenge those who progress rapidly.Student learning needs are addressed on an individual basis, with specific goals and instructional techniques.Students with learning needs are monitored continuously until it is clear the student has mastered the curriculum.

3. Mathematics:

The SPS math curriculum develops numeric fluency from the very beginning as students come to see math as a tool for solving problems and developing ideas.Math concepts are woven into other curricular areas as appropriate.All students should be capable of choosing a HS track leading to their choice of career, technical, or college.

Core curriculum begins with numbers, patterns, and one-to-one correspondence, then continues to pre-algebra and algebra.All grade levels learn computation, problem solving, critical thinking, and algebraic terminology.Work with numbers (an abstract concept) is related to physical representations to help deepen understanding.Manipulatives and pictorial models are used to help make concepts real and connect them to

student lives.Technology tools help raise the level of student engagement and enhance the learning process.Smart boards and other technological tools are used in all grade levels to help develop the above skills.

Students in grades K-5 are not grouped by class for math.Teachers often group students within their class.That grouping is highly flexible—never permanent.Such grouping helps students master their learning while avoiding frustrations.In grade 6, students are placed in groups based upon their mastery of math.While all students meet the basic curricular standards, more capable math students accelerate toward a goal of completing algebra in 8th grade.As with classroom groupings, grade level groupings are flexible and student assignments are evaluated periodically to ensure all students are learning to their potential.For instance, six students were moved from the basic course to the advanced course following the first grading period when they showed the capacity to master math at the faster pace.

Math is (along with reading) a fundamental skill.Therefore, all students must master the curricular standards.If a student is either behind or ahead, appropriate instructional adjustments can be made.Several options are available to students who experience learning challenges.All teachers make time available for additional instruction.Tutoring is available before and after school.Peer learning teams are available for students who wish to learn in a group setting.Students may also be placed on an Individualized Learning Plan as a means of identifying learning needs and developing a specific instructional plan to meet those needs.

Standardized testing identified calculation as an area for improvement.Teachers devised drill and practice work, designed to check speed and accuracy.Scores have improved, but emphasis continues on computational skills.

4. Additional Curriculum Area:

At SPS, science connects students to their surroundings in real and meaningful terms.Students learn that science provides a key to understanding, and also the path to improving our daily lives.Students learn the history of science and how science has helped shape our society.They learn science is part and parcel of everyone's life.For example, our 8th grade class, when studying Newton's Laws of Motion, connected those principles to driving and seat belt use.Students invited a KY DoT "rollover simulator" to campus for a demonstration of how seat belts help prevent vehicular injuries.They performed a seat belt use survey.Finally, our 8th graders prepared educational materials for use in school and the parish.

Instruction follows the 5E method:engage, explore, explain, extend, and evaluate.This technique allows students to build on ideas to enhance their understanding of the environment around them.Inquiry becomes a normal, routine, way of looking at the world.Student curiosity is encouraged at all levels.A specialized lab classroom is available for all grades.Students make predictions, conduct experiments, gather data, and report results using a lab report template.

First grade classes tend a garden outside their classroom providing several learning opportunities.They cultivate numerous types of plants and flowers—also attracting insects and birds.The site includes a composting machine which is fed by the entire school.The compost is then used to fertilize the garden.Students in grades 6 through 8 participate in a science fair each year in conjunction with the DoC fair.Other enrichment activities include dissecting earthworms and frogs, and a visit to COSI in Columbus, OH.Students use LabQuest Vernier probes to measure the effects of various conditions, interpret data, and predict changes.

Science instruction makes extensive use of additional resources.United Streaming Discovery Education is a source of many informative video clips showing science activities in action.Guest speakers come annually to address students.A veterinary technician visits 5th grade to discuss biological classification.A scientist from the Cincinnati Natural History Museum visits 3rd grade to discuss animal adaptations and dinosaurs.A 4-H representative visits the 4th and 5th graders monthly to discuss various science topics.Finally, a representative from The Cincinnati Planetarium brings a portable planetarium to transform our gym into a planetarium as 2nd and 5th graders discuss the night sky and constellations.

5. Instructional Methods:

SPS believes all students can learn and be successful.SPS was the first school in the DoC to add a resource teacher to address student learning needs.The SPS faculty understands that helping a child learn involves many factors.Understanding that children learn in different ways necessitates an individualized approach for each and every student.Faculty work every day to build a personal connection with students in order to better understand each child as a learner.Instruction is planned proactively by including as many known factors as possible.Lessons are conducted adaptively, making necessary adjustments as formative assessments measure learning.

Lessons involve a wide variety of techniques to reach every student in a way to enhance his or her learning.While our most common learning styles include verbal/linguistic, and tactile/kinesthetic, teachers include all of Gardner's learning styles in order to reach as many students as possible.In general, teachers use hands-on activity, cooperative learning groups, projects, presentations, and direct instruction methods to help engage every student.Teachers collaborate with grade-level partners, teachers in other grade levels, and related arts teachers to build a seamless approach to instruction.

Pre-assessments determine where students are at the beginning of a lesson.Teachers then adjust plans appropriately to ensure learning success.Formative assessment is used during the lesson as a measure of learning and instructional effectiveness.Instruction is adjusted as necessary to reach learning goals.Assignments are adjusted and assessments designed according to the students' individual needs and abilities.Teachers are available before and after school for individual help.

Struggling students may be referred to the resource teacher and counselor who work with the classroom teacher and parents to design an individualized learning plan to reach learning goals.The plan can lead to accommodations in the regular classroom or an individual education plan.The resource teacher, also certified in learning disabilities, helps students individually on a pull-out basis, and in collaborative form in the regular classroom.

Technology is an essential part of classroom instruction.All classrooms are equipped with SMART Boards.The main computer lab is available for use whenever not scheduled for a class.A mini-lab with 18 computers is also available in the middle school.Classroom teachers collaborate with media specialists for reports, research, and presentations.Computers are in every classroom; teachers use the web as a resource for themselves as well as students.

6. Professional Development:

At SPS, learning is not just for children!SPS faculty and staff are active participants in research-based professional development.Every teacher must specify professional growth goals for each year.The principal works with each to ensure the goals support high level learning.The entire school community has embraced the concept of Professional Learning Community.The PLC journey kicked off when the faculty attended a session at Xavier University explaining the value of the "We Culture."Having made a commitment that all students will learn, the faculty has set about learning how other high achieving schools do that.

Before school began, the faculty and staff requested a specialized in-service on how to use the Response to Intervention model more effectively.The DoC Inclusive Education Consultant conducted four hours of training to help SPS faculty master the art of data disaggregation.All teachers examine SPS test scores together.They look for gaps and patterns that indicate opportunities to improve learning.Opportunities are addressed by changes in the instructional program.The principal—a member of the HOPE Foundation Faculty—includes a PLC training activity in each faculty meeting.

Teachers routinely share their personal expertise.A group meets weekly for "Tech Tuesdays" to discuss how to use technology to best advantage.This year's discussions have centered on how to use SMART software and boards to improve student engagement.The librarian has offered two sessions on how to use the Star assessments to best advantage.Teachers have also begun the formal process of tuning lessons with the help of colleagues.A group of teachers following a set protocol examine completed student work and make

recommendations for enhancements to the teacher.These sessions are after school and conducted by members of the staff who hope to help their colleagues improve learning throughout the school.These examples show a clear determination to continue to learn as a group.

SPS teachers actively seek PD opportunities outside of school as well.Recent examples include a book study of Reading Power and use of a common vocabulary such as:connecting, visualizing, questioning, inferring, and transforming.The SPS middle school science teacher actively participates in the DoC science grant to standardize instruction among elementary schools.The librarian and technology coordinator are active in the corresponding DoC groups.Homeroom teachers participate in grade-level and subject groups hosted by DoC.

At SPS, teachers learn so that students can learn better!

7. School Leadership

SPS leadership is open and distributed.An active and committed Total Education Commission (TEC) provides policy advice to the pastor and principal.Members represent both St. Paul and St. Timothy parishes.TEC committees monitor key activities such as strategic planning.The principal and pastors meet with the TEC monthly.The principal meets with the St. Paul pastor as needed during the work week, and the Finance Council quarterly.The principal attends the monthly staff and pastoral council meetings at St. Timothy parish to ensure open lines of communication.

Decisions are deferred to the lowest appropriate level.Several teacher-led committees lead important initiatives.A faculty and staff committee develops the yearly spiritual theme, and implements it through monthly committees.The monthly committees are responsible for a pep rally to reinforce and celebrate the spiritual theme.A faculty team plans and conducts the Catholic Schools Week activities—our most intense week of activities each year.The technology committee regularly reviews the tech profile and has applied for a grant which, if awarded, will greatly enhance the technology capacity for SPS.The curriculum committee monitors compliance with DoC curriculum guidance and makes recommendations for texts when needed.The counselor and resource teacher work with the principal to ensure the best possible learning outcomes for students.

The principal has an open door policy; available to staff, parents, and others as needs arise.People commonly visit; confident they can meet to discuss something of importance.The principal also meets with parents in various venues.Some are large, well organized whole-school evening events.Others are smaller with targeted agendas.Recently a group of parents expressed concern about the safety of children with food allergies.The principal met with a committee of 5 parents to forge an approach to increase student safety.Parts of the plan went into effect immediately; other aspects will be smoothed out for implementation in the spring.

SPS complies with the DoC personnel practices guidelines.The principal is highly visible in the school, visiting classes frequently, and walking through the building daily.All teachers are observed—formally and informally—by the principal.The principal lends expertise as requested to help teachers develop their best instructional plans.The principal has served as a short notice and short time substitute when faculty had pressing needs.

SPS is a team; each contributing in his or her unique role.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s):   Catholic

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes X   No

3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	$4789
1	$4789
2	$4789
3	$4789
4	$4789
5	$4789
6	$4789
7	$4789
8	$4789
9	$0
10	$0
11	$0
12	$0

4. What is the educational cost per student? $4820
   (School budget divided by enrollment)

5. What is the average financial aid per student? $1187

6. What percentage of the annual budget is devoted to   15%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   5%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math			**Test:** ITBS	
Grade: 3			**Edition/Publication Year:** 2006	
Publisher: Riverside Publishing			**Scores are reported here as:** Percentiles	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	70	73	64	81	67
Number of students tested	60	45	38	57	58
Percent of total students tested	98	100	100	98	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroup is 10% or more. ITBS, Form C, Level 9, Spring 2005 norms.

Subject: Math	**Test:** ITBS
Grade: 5	**Edition/Publication Year:** 2006
Publisher: Riverside Publishing	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	78	83	73	70	66
Number of students tested	35	55	49	54	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroup is 10% or more.   ITBS, Form C, Level 11, Spring 2005 norms.

Subject: Math			**Test:** ITBS		
Grade: 6			**Edition/Publication Year:** 2006		
Publisher: Riverside Publishing			**Scores are reported here as:** Percentiles		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	81	76	79	78	67
Number of students tested	51	38	52	43	59
Percent of total students tested	98	97	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In April 2013, one student did not test due to significant medical issues and prolonged absence. No subgroup is 10% or more. ITBS, Form C, Level 12, Spring 2005 norms.

Subject: Math	**Test:** ITBS	
Grade: 7	**Edition/Publication Year:** 2006	
Publisher: Riverside Publishing	**Scores are reported here as:** Percentiles	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	71	71	80	70	92
Number of students tested	40	49	37	55	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroup is 10% or more. ITBS, Form C, Level 13, Spring 2005 norms.

Subject: Reading/ELA	**Test:** ITBS
Grade: 3	**Edition/Publication Year:** 2006
Publisher: Riverside Publishing	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	75	74	72	85	65
Number of students tested	60	45	38	58	58
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroup is 10% or more.   ITBS, Form C, Level 9, Spring 2005 norms.

Subject: Reading/ELA	**Test:** ITBS
Grade: 5	**Edition/Publication Year:** 2006
Publisher: Riverside Publishing	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	70	83	71	72	75
Number of students tested	35	55	49	54	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroup is 10% or more. ITBS, Form C, Level 11, Spring 2005 norms.

Subject: Reading/ELA	**Test:** ITBS
Grade: 6	**Edition/Publication Year:** 2006
Publisher: Riverside Publishing	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	83	77	77	84	68
Number of students tested	51	38	52	43	59
Percent of total students tested	98	97	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In April 2013, one student did not test due to significant medical issues and prolonged absence. No subgroup is 10% or more. ITBS, Form C, Level 12, Spring 2005 norms.

Subject: Reading/ELA	**Test:** ITBS	
Grade: 7	**Edition/Publication Year:** 2006	
Publisher: Riverside Publishing	**Scores are reported here as:** Percentiles	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	78	77	79	69	85
Number of students tested	40	49	37	55	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroup is 10% or more. ITBS, Form C, Level 13, Spring 2005 norms.